DOCUMENT RESUME

ED 250 428 UD 023 893

AUTHOR	Clesca, Monique; Schulman, Robert
TITLE	Project L'Ouverture, 1982-1983. O.E.E. Evaluation Report.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE	May 84
GRANT	G00-800-6906
NOTE	59p.; Published by the O.E.E. Bilingual Education Evaluation Unit. For related document, see ED 238 987.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Achievement Gains; Basic Skills; *Bilingual Education Programs; *Career Awareness; Cultural Awareness; English (Second Language); French; Haitian Creole; *Haitians; High Schools; Immigrants; Limited English Speaking; Parent Participation; Self Concept; Staff Development; Student Attitudes; *Transitional Programs
IDENTIFIERS	New York (New York); *Project L Ouverture NY

ABSTRACT

This multisite project, in its third and final year of funding, served approximately 350 recently immigrated Haitian students of limited English proficiency at three New York City high schools in Brooklyn and Queens. The students varied in their proficiency in Creole, French, and English. The major program goal was to expedite English and native language skill acquisition through bilingual instruction which "encouraged the development of a positive self-concept based on the exploration of cultural heritage and the development of a positive career orientation." Dropout prevention was a major focus. Most students initially were placed in the ninth grade and then were mainstreamed on an individual basis upon demonstrating sufficient academic progress. In addition to the student services, this program supported staff development activities and some parent participation. Student achievement data indicated that the program had variable success in area of performance, but attendance rates of project students at each site were higher than those of the general school populations. A number of recommendations were formulated regarding needs assessment, resource sharing with schools, administrative and record keeping concerns, assessment of student achievement and student attitudes, more basic skills instruction, parent participation, materials development, and establishment of staff resource centers. (GC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PROJECT L'OUVERTURE

1982-1983

OEE Evaluation Report

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. K. Minter
NYC Bd of Ed

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

O.E.E. Evaluation Report

May, 1984

Grant Number: G00-800-6906

PROJECT L'OUVERTURE

1982-1983

Project Director:
Angelo Gatto
Assistant Director:
Yanick Morin

O.E.E. Bilingual Education Evaluation Unit
Judith Stern Torres, Manager

Prepared by:
Monique Clesca
Robert Schulman

With the Assistance of:
Barbara Shore

New York City Public Schools
Office of Educational Evaluation
Richard Guttenberg, Director

A SUMMARY OF THE EVALUATION
FOR PROJECT L'OUVERTURE
1982-1983

This multi-site project, in its third and final year of funding, served approximately 350 Haitian students of limited English proficiency at three New York City high schools. The sites included Prospect Heights and George Wingate High Schools in Brooklyn and Springfield Gardens High School in Queens. All program students were recent immigrants from Haiti. Approximately 40 percent spoke Creole at home as their native language. Most of the students reportedly spoke and understood French with varying degrees of proficiency. The students varied considerably in English language proficiency, ability in the native language, and overall academic preparedness.

The major program goal was to expedite the acquisition of English- and native-language skills through bilingual instruction which "encouraged the development of a positive self-concept based on the exploration of cultural heritage and the development of a positive career orientation." The project proposed to use instructional assistants to tutor potential drop-outs individually or in small groups on a pull-out basis to supplement the existing basic bilingual instructional programs at each site. However, at Prospect Heights and Springfield Gardens, there were no basic bilingual programs. Project L'Ouverture became the basic skills program at these sites, concentrating on serving the needs of all Haitian LEP students rather than working exclusively with potential drop-outs. Most of the students were initially placed in the ninth grade and were then mainstreamed on an individual basis upon demonstrating sufficient academic progress.

Project L'Ouverture was centralized under the jurisdiction of the High School Division of the New York City Public Schools. Title VII funds supported all project staff positions. In 1982-83 these included: the project director at the central office, three teachers assigned as grade advisors/curriculum specialists, four educational assistants, one student aide, and one family assistant. The program suffered from a series of administrative difficulties from its outset. A new project director was appointed in August, 1982 and since this individual was also responsible for three other Title VII programs, an assistant director was recruited to assume responsibility for the project.

Development activities for staff members included attendance at professional conferences, workshops, and university courses. Although the project proposal cited specific goals in the area of curriculum development, there was no evidence of progress in this area. Parents of participating students attended high school equivalency classes and were involved in special celebrations at each site. However, there appeared to be little effort to involve parents in other types of school and program functions.

Students were assessed in English language development (Criterion Referenced English Syntax Test); growth in their mastery of the native

language (teacher-made examinations); mathematics, science, and social studies (teacher-made examinations); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

--Project students at George Wingate mastered an average of 2.11 CREST objectives per month in the fall and 1.14 CREST objectives per month in the spring.

--At Prospect Heights, project students mastered 1.46 CREST objectives per month in the spring.

--Available data on student performance in E.S.L. classes revealed overall passing rates at George Wingate which ranged from 64 percent (transitional and mainstream levels) to 100 percent (one student) at the advanced level.

--Overall passing rates in native language studies classes were 83 percent in the fall and 76 percent in the spring.

--Overall passing rates in mathematics classes were 73 percent in the fall and 70 percent in the spring. In science, the overall passing rates were 86 percent in the fall and 83 percent in the spring. In social studies, the overall passing rates were 90 percent in the fall and 87 percent in the spring.

--Project students at each site demonstrated higher attendance rates than the general population of each school.

The following recommendations are offered for future projects serving similar populations:

--Conducting a needs assessment prior to site selection to ensure that program resources are placed where the greatest need exists and to determine the most strategic ways to utilize these resources on site. This should be done cooperatively by project staff and school administrators in an effort to promote better working relationships.

--Having the Division of High Schools enter into more formal agreements with schools who elect to participate in centrally administered programs to ensure that school resources will be provided as a basis for project functioning;

--Ensuring that central project directors are freed of multiple administrative responsibilities and demands which prevent their working full-time with the project;

--Meeting with participating school administrators and staff members to formulate site-specific policies of language use for instruction based on assessed student needs;

--Designing future proposals to emphasize basic skills development for Haitian students in New York City high schools -- a need clearly demonstrated by the L'Ouverture experience;

--Establishing a central system to gather and record information about the academic progress of program students in the form of individual student files containing test scores, entry and exit information, follow-up services, and attendance figures;

--Having central Board of Education decision-makers consider developing magnet programs at chosen high school sites to concentrate services for smaller language groups with varying subpopulations;

--Ensuring that in future projects, all student achievement is assessed as proposed, and that data are reported completely and accurately;

--Considering more reliable measures of student attitudes toward school and native cultural heritage such as attendance rates or post-high school plans, rather than an attitude scale;

--Making greater efforts to involve parents in program and school activities such as E.S.L. classes;

--In the development of curricula, focusing on the translation and adaptation of instructional materials which directly meet student needs. The project should share resources in order to avoid duplication of efforts;

--Establishing a resource center at each site so that students have a place where they feel comfortable and can receive encouragement.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	PROGRAM DESCRIPTION	1
	Goals and Objectives	1
	Organization and Staffing	3
II.	PROGRAM IMPLEMENTATION	7
	Site Selection	7
	Identification of Participants	7
	Student Characteristics	7
III.	INSTRUCTIONAL SERVICES	12
	Overview	12
	Prospect Heights High School	12
	Springfield Gardens High School	15
	George Wingate High School	17
IV.	NON-INSTRUCTIONAL SERVICES	20
	Staff Development	20
	Curriculum Development	21
	Resource Rooms	21
	Parental Involvement	21
	Affective Domain	22
V.	FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE	23
	Acquisition of English Syntax	23
	Achievement in Native Language Studies	29
	Achievement in Mathematics, Science, and Social Studies	31
	Attendance	35
	Other Findings	38
VI.	CONCLUSIONS AND RECOMMENDATIONS	39
	Conclusions	39
	Recommendations	43

LIST OF FIGURES AND TABLES

		PAGE
Figure 1:	Organization of Project L'Ouverture.	6
Table 1:	Native Languages of Project Students by Site.	9
Table 2:	Time Spent in the Bilingual Project.	10
Table 3:	Number of Project Students by Age and Grade.	11
Table 4:	Results of the Criterion Referenced English Syntax Test, Prospect Heights High School.	26
Table 5:	Results of the Criterion Referenced English Syntax Test, George Wingate High School.	27
Table 6:	Number of Project Students at George Wingate High School Attending Courses and Percent Passing Teacher-Made Examinations in English as a Second Language.	28
Table 7:	Number of Project Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Studies.	30
Table 8:	Number of Project Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects, Fall.	33
Table 9:	Number of Project Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects, Spring.	34
Table 10:	Attendance Percentages of Project Students.	36
Table 11:	Significance of the Difference Between the Attendance Percentage of Project Students and the Attendance Percentage of the School.	37

PROJECT L'OUVERTURE

Administrative Office:	442 Houston Street (P.S. 188) New York, N.Y. 10002
Sites:	Prospect Heights High School 883 Classon Avenue Brooklyn, N.Y. 11225
	Springfield Gardens High School 143-10 Springfield Boulevard Springfield Gardens, N.Y. 11413
	George W. Wingate High School 600 Kingston Avenue Brooklyn, N.Y. 11203
Year of Operation:	1982-1983, Final year of a three-year funding cycle
Target Languages:	French, Creole
Project Director:	Angelo Gatto
Assistant Project Director:	Yanick Morin

I. PROGRAM DESCRIPTION

GOALS AND OBJECTIVES

Project L'Ouverture was a multi-site program designed to serve newly-arrived Haitian immigrants by supplementing the existing basic bilingual instructional services at each site with individual or small group tutoring on a pull-out basis. These instructional services were to include English as a second language (E.S.L.), native language skills, basic skills, content-area subjects, and cultural heritage. Non-instructional services were to include guidance, staff development, curriculum development, and parental involvement and education.

The project had as objectives:

1. to provide a program of instruction that would enable students to improve their reading ability in English and in their native language;

2. to provide a positive self-concept based on exploring students' cultural heritage;

3. to increase academic achievement;

4. to encourage bilingual students to continue their studies and to graduate;

5. to obtain more effective articulation between the lower schools and the high schools;

6. to train staff so that they would be more aware of the needs and problems of the students in the program;

7. to enlist parental support;

8. to increase student attendance;

9. to establish a bilingual career center at each site;

10. to provide bilingual instruction in basic skills and positive career orientation;

11. to foster the acquisition of marketable skills in the fields of health, international trade, law enforcement, and foreign service;

12. to help students understand the ways in which bilingualism could work for them by using successful bilingual individuals as student role models;

13. to develop positive work habits and self-esteem;

14. to encourage students to acquire practical skills by providing on-the-job experience or bilingual executive internships in international trade, foreign service, and law enforcement;

15. to articulate bilingual education with community, state, and federal efforts for employment and career education.

Specific student-achievement objectives included the following:

1. an increase in English proficiency (an average of one objective mastered per month) as measured by the Criterion Referenced English Syntax Test;

2. a significant increase in native-language achievement in Creole on a teacher-made test.

Additionally, 70 percent of the students would receive:

1. scores of 65 or above on the New York State competency tests in French or third year Regents Examination;

2. passing grades on the New York State reading and writing competency tests;

3. scores of 65 or above in mathematics, science, and social studies on teacher-made tests, city-wide, or Regents Examinations;

4. at least one unit improvement in attitude toward cultural heritage on a seven-point program-developed scale;

5. at least one unit improvement in attitude toward school on a seven-point program-developed scale.

In addition, the participating students' drop-out rate would be lower, and their attendance rate higher than the corresonding rates of mainstream students.

ORGANIZATION AND STAFFING

The project's administrative office was located at P.S. 188 on the Lower East Side of Manhattan where several centralized projects are housed.

The program suffered from a series of administrative difficulties from its outset, which resulted in the original director's taking sabbatical leave in August of 1982. At that time, the present director was asked by the Division of High Schools to assume responsibility for the project.

A back log of unresolved administrative problems absorbed a great deal of time and since the project director was also responsible for three other centrally administered Title VII programs, an assistant director was recruited to assume administrative responsibility for the project. Nevertheless, dealing with these problems had an impact on the central staff's ability to conduct program activities and spend time at the participating sites.

Ten positions were provided by Title VII funding: the assistant project director at the central office (who also had responsibility for directing another Title VII program, Project KANPE), three teachers assigned as grade advisors/curriculum specialists (one per school site), four educational assistants, one student aide, and one family assistant (see Figure 1).

The responsibilities of the assistant project director incorporated all administrative aspects of the program, including communicating with principals at each site concerning students' needs and developing strategies for meeting those needs, and organizing and conducting meetings of the project staff and the assistant principals assigned to implement the program. Curriculum and staff development activities were also to be coordinated by the director.

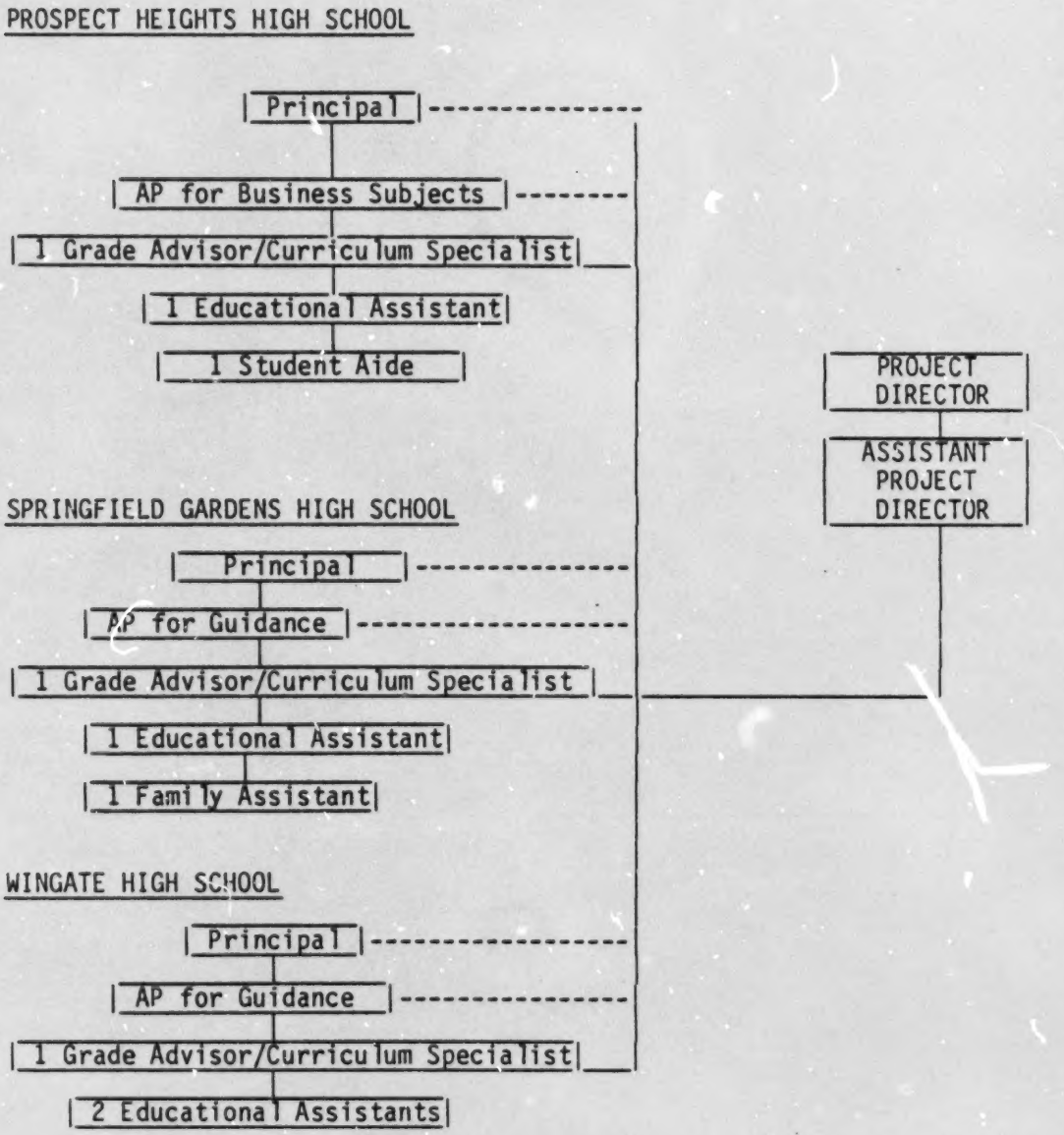
Each school was to assign an assistant principal to oversee the program on site. The responsibilities of the assistant principal were to include working with the project director to develop policies and procedures appropriate to the needs of the particular site. In addition, the assistant principal was to work with the project's on-site grade advisor/curriculum specialist and other project staff. At Prospect Heights, responsibility for overseeing the project was assigned to the assistant principal for business subjects; at Springfield Gardens and Wingate, responsibility fell to the assistant principals for guidance.

The project grade advisor/curriculum specialist provided some supervision of project staff at each site. At Springfield Gardens and Wingate, the grade advisors/curriculum specialists were viewed as the official counselors for the Haitian students. At Prospect Heights, the mainstream

guidance counselor was in charge of academic placement for Haitian students; this year, however, as a result of previous difficulties, the guidance counselor worked with the educational assistant for placement purposes. The project grade advisor/curriculum specialist provided supplemental guidance services.

FIGURE 1

ORGANIZATION OF PROJECT L'OUVERTURE



II. PROGRAM IMPLEMENTATION

SITE SELECTION

Four sites were identified in the program's original proposal to receive Project L'Ouverture's services. As a result of budgetary revisions made during grant negotiations, one proposed site -- Washington Irving High School -- was eliminated. In addition, Wingate replaced Erasmus Hall because the latter's Haitian students were served by another Title VII program, Project KANPE. In 1982-83, the schools served by Project L'Ouverture were Prospect Heights, Springfield Gardens, and George Wingate.

IDENTIFICATION OF PARTICIPANTS

The proposed criteria for project entry were a score below the tenth percentile on the English version of the Language Assessment Battery (LAB) and a score of 6.5 grade equivalents or below on the New York City Reading Test. The participants were to be potential drop-outs from low-income families who were preparing to enter the job market after high school. They were to be considered drop-out risks on the basis of age (16 years or older), poor attendance, and low academic performance.

STUDENT CHARACTERISTICS

The project proposed to serve 375 students. In 1982-83, according to data provided to the Office of Educational Evaluation, the project served 40 students at Prospect Heights out of a Haitian population of 500 and a school population of 3,200. At Springfield Gardens, all 125 Haitian students were served by the project out of a school population of 3,000. At Wingate High School, the project served 158 Haitian students out of a Haitian population of 400 to 600 and a school population of 2,650.

Thirty-seven percent of the project students spoke Haitian-Creole at home as their native language; over sixty percent of the students were reported to speak and understand French with varying degrees of proficiency. Table 1 presents the native languages of project students by site.

All of Project L'Ouverture's students were immigrants. In fact, in 1982-83 approximately 60 percent of the students were new to the project (see Table 2). Students' educational histories varied considerably. Many had suffered interrupted schooling or because of a lack of educational opportunities in Haiti, had received fewer years of education than their grade level would indicate. Although school is taught in French in Haiti, many project students who completed eighth or ninth grade in Haiti did not speak, write, or understand French. In essence, they were illiterate. Such was the case with approximately 30 students at Wingate who were classified by the school as monolingual Creole speakers. The rest of Project L'Ouverture's students at Wingate were classified as bilingual; they understood or spoke French and were on the way to English comprehension.

Many project students were overage for their grades. Over 80 percent of the ninth graders at both Prospect Heights and Wingate fell in this category (see Table 3). One reason for the high percentage of overage students was that Prospect Heights automatically placed every entering Haitian student in the ninth grade regardless of school records, test scores, or aptitude. Wingate followed the same placement procedure until this year.

The fact that there were so many overage students has implications for interpreting student outcomes, setting standards for expected rates of growth, as well as planning supportive services at each project site.

Some overage students might have missed a year or more of school, and as a result, might have lacked cognitive development in their native language. This fact is significant in that it might have affected these students' ability to acquire oral and literacy skills in English.

TABLE 1

Native Language of Project Students by Site

School	Haitian-Creole	French
Prospect Heights	40	0
George Wingate	31	127
Springfield Gardens	50	76
TOTAL STUDENTS	121 (37%)	203 (63%)

TABLE 2

Time Spent in the Bilingual Project[a]

(As of June 1983)

Time Spent in Bilingual Project	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Totals
<1 Academic Year	15	0	0	0	15
1 Academic Year	105	15	19	4	143
2 Academic Years	25	24	17	4	70
3 Academic Years	4	9	12	2	27
4 Academic Years[b]	1	0	3	4	8
5 Academic Years[b]	0	1	2	2	5
TOTALS	150	49	53	16	268

[a]Rounded to the nearest year.

[b]Reflects participation in previous bilingual program.

BEST COPY

TABLE 3

Number of Project Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	5	0	0	0	5
15	21	3	1	0	25
16	28	13	6	1	48
17	22	13	16	14	65
18	25	9	18	9	61
19	33	6	9	10	58
20	17	3	6	8	34
21	3	2	8	3	16
22	1	0	0	0	1
TOTAL	155	49	64	45	313

Note. Shaded boxes indicate expected age range for grade.

Overage Students

All Sites

Number	129	33	41	21	224
Percent	83.2	67.3	64.1	46.7	71.6

Prospect Heights

Number	28	0	1	1	30
Percent	84.8	0	100	33.3	81.1

George Wingate

Number	84	14	22	8	128
Percent	85.7	77.8	78.6	66.7	82.1

Springfield Gardens

Number	17	19	18	12	66
Percent	70.8	57.6	51.4	40.0	55

III. INSTRUCTIONAL SERVICES

OVERVIEW

The project's educational assistants, working closely with classroom teachers, were to tutor potential drop-outs individually or in small groups on a pull-out basis. In this way, the project proposed to supplement the existing basic bilingual instructional programs for Haitian students of limited English proficiency (LEP) at each site. In the final year of the project, however, as in the previous years, the project staff found that at the participating sites, the actual needs of students were much greater. Therefore, staff members did not single out potential drop-outs but worked with all Haitian LEP students. A description of the instructional services at each school site follows.

PROSPECT HEIGHTS HIGH SCHOOL

Prospect Heights is a comprehensive four-year high school with a primarily black student body. The student population comes from an area of Brooklyn that extends from Eastern Parkway and Nostrand Avenue to Clarkson Avenue.

Although no needs assessment was conducted at Prospect Heights prior to the project's inception, the principal was approached in January 1981 by the Division of High Schools and was offered support services. The project started in February 1981. The school, however, had no Haitian bilingual instructional program, although there were Creole- and French-speaking Haitian teachers among its faculty.

Project staff at this site included a grade advisor/curriculum specialist, an educational assistant, and a student aide. The assistant and aide

reported to the grade advisor/curriculum specialist, who in turn, reported to the assistant principal in charge of business subjects.

The grade advisor/curriculum specialist, in theory, had responsibility for advising project students, teaching two classes, supervising the other project staff, and acting as liaison between the school and the project.

In addition to tutoring students, the educational assistant assumed responsibilities in several other areas as the need arose. He functioned as the family assistant, making contacts with the parents of project students, counseled individual students, and also worked closely with the assistant principal for business affairs on student placement.

Prior to entering the project, Haitian students were interviewed by an English-speaking counselor who evaluated their past performance. On the basis of this assessment, students were placed in the appropriate ninth-grade classes, with the approval of the subject-area chairpersons. Haitian students were not tested in either Creole or French. In addition, the English version of the LAB was administered in the fall of the school year. Despite several attempts to get documentation from this school about LAB test results, student achievement, or exit criteria, none was obtained. A member of the evaluation team was referred to at least four different people who had no information regarding these data.

Most students were found to need work in basic skills and were scheduled for three one-credit classes (E.S.L., fundamental mathematics taught in English, and global studies) and three no-credit classes (E.S.L., native language arts in the form of French 1, and French 2, 3, or 4).

Project students were placed in French classes designed for English-speaking students which used materials and methods geared to students with little or no exposure to French. Observation by a member of the evaluation team of the native language arts (French 1) class revealed that the class was taught in French as opposed to Creole and that the subject matter did not include Haitian culture. As the class was closer to introductory French, it was inconsistent with the project's stated goals.

Students interviewed by a member of the evaluation team stated that they felt both the classes and the teachers were demeaning; many students did not even speak French, nor were they interested in learning it. In addition, the older students felt they were wasting time and losing what they had learned previously by being kept back. The teachers, however, believed that the students needed to master French. The evaluation team noted the need for greater communication about and understanding of the needs of Haitian students in all academic areas at this site. As a result of the work of the project's educational assistant, however, at the end of the academic year, the school verbally agreed to administer tests in French for more appropriate student placement.

The student aide worked with the rest of the L'Ouverture personnel to provide support services to the Haitian students through a pull-out tutorial program. Since there was no documentation of these services available, it is impossible to draw conclusions about the implementation or effectiveness of this tutorial program.

Students interviewed regarded the project staff highly and praised their efforts in trying to get them transferred to upper level classes. Several letters had been sent to the school administration by Haitian parents asking

why their children had been automatically placed in the ninth grade. The L'Ouverture staff had supported these parents, and the students seemed appreciative.

There was excellent rapport between the educational aide/family assistant and the school's administration. As stated, he was the catalyst for getting entry and placement criteria changed to include French tests and worked closely with the assistant principal for business/guidance to advance project students to higher grades. However, there appeared to be a lack of communication among the school staff members about the purpose of the project and the needs of its students even though staff members had daily contact with project students.

SPRINGFIELD GARDENS HIGH SCHOOL

This is a four-year high school serving a mixed population, primarily composed of black, white, Hispanic, and West Indian students living in a residential area of Queens. The school serves about 3,000 students, and the majority are college-bound. All 125 Haitian students attending Springfield Gardens received Title VII services.

A needs assessment was not conducted at this school prior to project inception. When the Division of High Schools approached the principal in February 1981 to offer supportive services, he accepted. However, had a needs assessment been done, a program for gifted students might have been considered more appropriate for this population.

Project staff at this school included a grade advisor/curriculum specialist, an educational assistant, and a family assistant.

The grade advisor/curriculum specialist was responsible for project implementation. She reported to the assistant principal for guidance and maintained close communication with the chairman of foreign languages and the school principal. She was also responsible for counseling students, evaluating academic records from Haiti, placing students, supervising and training project staff, teaching a Haitian literature and an E.S.L. class temporarily, and providing tutorial services.

The educational assistant, a certified teacher, tutored program students, assisted the foreign language chairman in French classes that included Haitian students, and did clerical and administrative work. The family assistant worked with individual students on a tutorial basis and helped the attendance office.

The school had no tax-levy Haitian bilingual instructional program. E.S.L. was offered at two levels and was available only to those students most in need. All Haitian students were programmed for French class, since most were fluent in French. The entry criterion for Project L'Ouverture at this site was the Criterion Referenced English Syntax Test. Students moved out of E.S.L. classes quite rapidly as they made progress measured twice a year by CREST testing.

Most project students took native language arts which focused on Haitian literature. A member of the evaluation team observed this course. The subject of the lesson was a Haitian novel being read by the entire class. Most of the lesson was conducted in French since a majority of the students were fluent enough to be reading an advanced novel in French.

This school was the best organized of all project sites in terms of record keeping. There were good working relationships between project personnel and the school administration. In addition, communication between the assistant project director and the school was excellent, possibly because this individual had been the grade advisor/curriculum specialist during the project's second year.

Students stated that they felt free to come to the resource room and appeared to have developed an excellent rapport with project staff. No students dropped out of the project and, as indicated in project records, the attendance rate was high among project students. The school also had an active Haitian club supervised by the project grade advisor/curriculum specialist.

GEORGE WINGATE HIGH SCHOOL

Wingate is a comprehensive four-year high school with a student population primarily composed of black/West Indian students coming from Districts 17 and 18 and parts of Brownsville in Brooklyn. About 400 to 600 Haitians are part of the total school population of 2,650. There are 158 students who participated in Project L'Ouverture.

No needs assessment was conducted prior to the project's inception at this site. The school had previous Title VII funding for a program for Haitian students during the years 1975 to 1980. The principal was approached by the Division of High Schools in the spring of 1981 and was offered supportive services for Haitian students through Project L'Ouverture.

The school had a tax-levy bilingual program for basic instruction which was part of the foreign language department. The teaching staff numbered

160 and eight of the teachers were bilingual in French and/or Creole.

Students who scored below the twenty-first percentile on the LAB were eligible for the bilingual program. All students were automatically placed in the ninth grade, although they might be transferred at the end of their first term as a result of their progress or on the basis of their previous academic record in Haiti.

The school classified those students who were illiterate, did not speak, read, or write French, and only spoke Creole as monolingual. Students who had some knowledge of French were classified as bilingual.

Bilingual content-area classes were taught in Creole. Project L'Ouverture services supplemented these classes and were offered on an individual basis. Although most students were referred for pull-out tutorial services by their classroom teachers, some came through word-of-mouth.

The project staff at this site included a grade advisor/curriculum specialist and two educational assistants. The grade advisor reported to the assistant principal for guidance or the assistant principal for administration, depending on the issue. The grade advisor/curriculum specialist counseled all 250 program students and taught a French class. As a result of the heavy work load, the grade advisor/curriculum specialist had little or no time for additional responsibilities.

The educational assistants helped in the classrooms and did administrative work. Since there was no resource room, students came to the foreign language department to work with the educational assistants. The project grade advisor/curriculum specialist was located in a different area with the school's other grade advisors.

In spite of the overwhelming amount of work, the grade advisor/curriculum specialist was credited with moving students out of the program when they were ready for mainstream instruction instead of holding them back as was reportedly done previously. Based on interviews with school administrators, both the school and the program gained from the grade advisor's continued efforts in the areas of counseling and record maintenance. The students appeared to have a good rapport with this individual and very high respect for her. Although data for documentation were requested, none were given. However, interviews with school administrators and teachers indicated that the project was functioning effectively.

IV. NON-INSTRUCTIONAL SERVICES

STAFF DEVELOPMENT

The proposal predicted that as a result of participation in the project, staff members would demonstrate professional growth; specifically, that 90 percent would attend courses, workshops, and conferences related to bilingual education. In addition, staff would be trained to be more aware of the needs and problems of project students.

Staff members attended an evaluation conference and a computer literacy workshop at Hunter College, a technical assistance workshop sponsored by the Office of Bilingual Education, and the project director held workshops to teach the writing of Creole for teachers at Wingate. In addition, several project staff members enrolled in college courses: at Prospect Heights, the educational assistant took courses toward a masters degree in psychology at Bank Street College; at Springfield Gardens, two project staff members enrolled in courses in Haitian language and literature and chemistry and physics at Bank Street College and Long Island University, respectively; at Wingate, the student aide attended courses in French and psychology at New York Technical College. In addition, the assistant project director attended a three-credit field seminar and a course in group counseling at Bank Street College.

Based on both interviews and documentation of tuition paid for by the project, it is evident that the staff has demonstrated professional growth. As a result of their attendance at conferences, workshops, and college courses related to bilingual education, the staff has demonstrated an

increased capacity to address the needs and problems of program students.

CURRICULUM DEVELOPMENT

According to the project proposal, curricula were to be developed in the following areas during the second and third years of the project: three levels of applied E.S.L., native language arts (French/Creole literature), and international studies (literature, social studies, and career education). In addition, New York City Board of Education curricula in interdisciplinary math, business math, accounting, business skills, computer science, and career education were to be translated and adapted into French and/or Creole. During the 1982-83 academic year, there appeared to be no ongoing curriculum development activities; however, curriculum in practical record keeping and E.S.L. were proposed for development during summer, 1983.

RESOURCE ROOMS

Springfield Gardens maintained a resource room where project activities were conducted and where Haitian history and literature books purchased with project funds were kept. The students felt comfortable using this area and used it frequently. The facilities were found to be adequate.

At Prospect Heights, the staff worked out of a small office, but there was no resource room. At Wingate, the staff used whatever room was available on a particular day.

PARENTAL INVOLVEMENT

According to the proposal, as a result of the project, parental involvement in program and school activities would be ten to fifteen percent higher than that of mainstream parents.

Attendance sheets were provided for parents who attended math, science,

and high school equivalency classes, but it was not possible to translate this information into a percentage figure. In addition, since attendance records were not available for mainstream parents, this objective could not be assessed. The staff, however, attempted to foster parental involvement in special celebrations, such as Haitian Flag Day at Wingate, Prospect Heights, and Springfield Gardens.

AFFECTIVE DOMAIN

Staff members established excellent lines of communication with the students, especially at Springfield Gardens and Wingate. The project was sorely needed at all three schools. Students benefitted from participation in the project in terms of having positive role models and competent Haitians with whom they could discuss their academic and personal problems. Of those 38 twelfth-grade students who reported their post-high school plans, 33 hoped to attend college. An additional five students planned to attend a vocational or career training school.

V. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE

ACQUISITION OF ENGLISH SYNTAX

The assessment instrument utilized for measuring achievement in this area was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula at the high school level. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pre-test and post-test are calculated to represent the gain score, and an index which represents the number of objectives mastered per month is computed. As the test's levels are not equated vertically, students must be pre- and post-tested on the same level. This results in a "ceiling effect" for those students who achieve high scores on the pre-test: those with high pre-test scores make artificially low gains. In those cases where pre- and post-testings are on different levels, no gain scores or objectives per month index may be computed. Information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

---

*Board of Education of the City of New York, Division of High Schools, 1978.

The project objective in this area specified the acquisition of one CREST objective per month for 70 percent of project students. As primary interest was in the entire group's performance, this criterion was applied to project students as a group. Results are presented in Tables 4 and 5 by school and semester. There were many students for whom data were missing or incomplete. There were no usable CREST data reported by Springfield Gardens High School for either term though this site reported having 38 students enrolled in E.S.L. classes. Complete data were available for 16 of 40 E.S.L. students at Prospect Heights High School in the spring term and for only one student in the fall term. George Wingate High School reported complete CREST data for approximately 40 percent of E.S.L. students both semesters.

Examination of Table 4 reveals that in the spring term, project students at Prospect Heights High School who were tested on Levels I and II acquired an average of 1.49 CREST objectives per month of attendance. There were data for only one student tested on Level III. The students at Prospect Heights, on average, realized the project objective in the spring semester.

CREST results for project students at Wingate High School are presented in Table 5. Examination of test results for the fall semester reveal that students tested on Levels I and II acquired an average of 2.32 CREST objectives per month. Level III students in the fall progressed at the rate of 1.10 CREST objectives per month. In the spring term, students tested on Levels I and II acquired an average of 1.24 CREST objectives per month. Level III students acquired 0.46 CREST objectives per month.

Very slight ceiling effects were present among Level II students in the

spring semester but did not significantly reduce average CREST achievement. Somewhat more substantial ceiling effects operated to reduce Level III CREST achievement. When CREST results are examined across test levels, the project students at Wingate High School realized this project objective. An overall judgement concerning attainment of the criterion on the CREST cannot be rendered due to the small amount of complete data available.

In order to provide additional data on English language achievement, it was decided to examine passing rates for students enrolled in E.S.L. courses. Data were available for 85 students in the spring term at Wingate High School only. These results are presented in Table 6 by E.S.L. level. The overall passing rate for these students was 74 percent. Considerable variability is noted between grade and E.S.L. levels. When aggregated across grade levels, passing rates were higher for beginning and intermediate E.S.L. students than for transitional and mainstream students. Although there was no formal evaluation objective in this area, the overall passing rate is sufficiently high to satisfy the generally applied criterion of 70 percent passing.

TABLE 4

Results of the Criterion Referenced English Syntax Test

(Project Students at Prospect Heights High School,
Pre- and Post-Tested Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Spring**			
I	11	10.64	15.82	5.18	3.79	1.39
II	4	5.25	12.25	7.00	3.95	1.78
III	1	2.00	6.00	4.00	4.00	1.00
TOTAL	16	8.75	14.31	5.56	3.84	1.46

*Post-test minus pre-test.
**Data were reported for only one student in the fall.

TABLE 5

Results of the Criterion Referenced English Syntax Test

(Project Students at George Wingate High School,
Pre- and Post-Tested Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	40	10.78	17.75	6.98	2.38	2.50
II	8	17.88	22.13	4.25	2.97	1.43
III	10	8.90	12.00	3.20	2.90	1.10
TOTAL	58	11.43	17.38	5.95	2.56	2.11
			Spring			
I	26	9.96	14.31	4.35	3.82	1.14
II	20	17.50	22.70	5.20	3.77	1.38
III	7	11.57	13.29	1.71	3.75	0.46
TOTAL	53	13.02	17.34	4.32	3.79	1.14

*Post-test minus pre-test.

TABLE 6

Number of Project Students at George Wingate High School Attending Courses and Percent Passing Teacher-Made Examinations in English as a Second Language (Spring)

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
E.S.L. Level	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Beginning	19	89.5	1	0	1	0	2	100	23	82.6
Intermediate	21	71.4	10	70	7	85.7	1	0	39	74.4
Advanced	0	0	0	0	1	100	0	0	1	100
Transitional	0	0	4	75	6	50	1	100	11	63.6
Mainstream	0	0	1	100	7	57.1	3	66.7	11	63.6

ACHIEVEMENT IN NATIVE LANGUAGE STUDIES

The project's evaluation design stipulated a passing rate of 70 percent for students enrolled in native language studies classes. Results for these students are presented by semester in Table 7. The overall passing rates were 83 percent in the fall and 76 percent in the spring term. Although passing rates for both semesters were generally high, there was some variability between schools. Prospect Heights High School reported 100 percent passing for all students both semesters. Springfield Gardens High School also reported a 100 percent pass rate for the spring term and a rate nearly as high for the fall semester. Wingate High School reported a passing rate of 76 percent in the fall term for students studying French/Creole and 63 percent in the spring term. This latter passing rate represents a level below the criterion. On a yearly basis, the Wingate High School passing rate in this area was precisely 70 percent. The individual sites and the project as a whole realized the evaluation objective in French/Creole language study. It must be noted, however, that reported passing rates of 100 percent appear unrealistic.

TABLE 7

Number of Project Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Studies

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Fall	122	84	27	77	24	79	8	100	181	83
Spring	129	78	20	70	17	71	7	71	173	76

ACHIEVEMENT IN MATHEMATICS, SCIENCE, AND SOCIAL STUDIES*

Project objectives set a criterion of 70 percent passing in content-area courses. These results are presented by school and semester. Examination of Tables 8 and 9 reveals that for all project schools, students enrolled in mathematics courses achieved a passing rate of 73 percent in the fall and 70 percent in the spring. In the fall term, the mathematics passing rates ranged from 57 percent at Wingate High School to a high of 98 percent at Prospect Heights High School. It is noted, however, that the very high passing rate at the latter school is due to the reportedly unanimous passing of mathematics courses by ninth graders. This was also reported to be the case for twelfth graders at Springfield Gardens High School. During the spring semester, the passing rates ranged from 63 percent at Wingate High School to 91 percent at Prospect Heights High School. While the project as a whole realized the criterion for mathematics courses not all sites did so.

The overall passing rates in science courses were 86 percent in the fall and 83 percent in the spring. School passing rates ranged from 75 percent at Wingate High School to 97 percent at Prospect Heights High School, both in the spring term. Within each school and for both semesters passing rates were generally consistent. The single instance in which

---

*Mathematics courses include: remedial (elementary school), fundamental/general (junior high), pre-algebra, algebra (9th year), geometry (10th year), 11th year math, 12th year math, business math, and "other." Science courses include: general science, biology, chemistry, geology/earth science, hygiene/health education, and "other." Social studies courses include: world geography/culture, world/general history, American history, economics, American studies/culture, advanced placement history, and "other."

the criterion was not realized was for eleventh graders at Wingate High School, who achieved a passing rate of 61 percent in the spring term.

For students enrolled in social studies courses, the overall passing rates were 90 percent in the fall and 87 percent in the spring term. For each project school, the passing rates in this area were generally quite high. The lowest was 80 percent at Wingate High School in the spring and the highest 100 percent at Prospect Heights High School in the fall. There were several instances of perfect passing rates being reported in science and social studies courses. Where enrollments were sizable, such results seem unlikely. Overall, project students performed quite well in content-area courses and more than met the criterion.

TABLE 8

Number of Project Students Attending Courses and Percent Passing

Teacher-Made Examinations in Content-Area Subjects

Fall

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
All Students										
Mathematics	137	65.0	42	78.6	56	73.2	35	94.3	270	72.6
Science	129	83.7	39	82.1	54	87.0	34	94.1	256	85.5
Social Studies	128	89.8	39	84.6	53	84.9	42	100.0	262	89.7
Prospect Heights										
Mathematics	32	100.0	0	0	1	100.0	3	66.7	36	97.5
Science	29	93.1	0	0	1	100.0	3	100.0	33	93.9
Social Studies	29	100.0	0	0	1	100.0	3	100.0	33	100.0
George Wingate										
Mathematics	83	54.2	16	62.5	22	59.1	4	75.0	125	56.8
Science	83	80.7	16	87.5	24	83.3	7	85.7	130	82.3
Social Studies	82	89.0	17	82.4	24	83.3	11	100.0	134	88.1
Springfield Gardens										
Mathematicss	22	54.5	26	88.5	33	81.8	28	100.0	109	82.6
Science	17	82.4	23	78.3	29	89.7	24	95.8	93	87.1
Social Studies	17	76.5	22	86.4	28	85.7	28	100.0	95	88.4

TABLE 9

Number of Project Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects

Spring

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
All Students										
Mathematics	143	65.0	48	66.7	54	70.4	37	94.6	282	70.2
Science	135	80.7	44	84.1	51	76.5	33	97.0	263	87.3
Social Studies	138	83.3	44	90.9	42	88.1	36	97.2	260	87.3
Prospect Heights										
Mathematics	28	89.3	0	0	1	100.0	3	100.0	32	90.6
Science	29	96.6	0	0	1	100.0	3	100.0	33	97.0
Social Studies	29	93.1	0	0	1	100.0	3	100.0	33	93.9
George Wingate										
Mathematics	91	59.3	19	78.9	22	59.1	7	85.7	139	63.3
Science	93	75.3	18	88.9	23	60.9	7	85.7	141	75.2
Social Studies	92	78.5	19	84.2	17	76.5	8	100.0	137	80.3
Springfield Gardens										
Mathematics	24	58.3	29	58.6	31	77.4	27	96.3	111	73.0
Science	13	84.6	26	80.8	27	88.9	23	100.0	89	88.8
Social Studies	16	93.8	25	96.0	24	95.8	25	96.0	90	95.0

ATTENDANCE

Stated project objectives called for L'Ouverture students to demonstrate a higher attendance rate than that of the general school populations. Attendance rates for each project site, by grade, are presented in Table 10.

In addition, a z-test was used to examine the difference in attendance rates of project students and the general school population. A result (z-value) sufficiently large to attain statistical significance indicates that the project attendance rate is not based on a representative sample of the school population, i.e., that the two attendance rates are significantly different. The z-test results are presented in Table 11. From this table it can be seen that the project objective in this area was abundantly realized.

TABLE 10

Attendance Percentages of Project Students

Grade	Number of Students	Mean Percentage	Standard Deviation
		Prospect Heights	
9	21	95.95	5.77
11	1		
12	3	99.00	1.00
TOTAL	25	96.32	5.38
		George Wingate	
9	94	93.41	8.19
10	18	95.00	4.26
11	27	90.70	12.12
12	12	93.50	7.03
TOTAL	151	93.13	8.62
		Springfield Gardens	
9	23	95.96	4.11
10	30	94.50	5.44
11	34	94.12	6.10
12	24	95.00	6.95
TOTAL	111	94.79	5.74

TABLE 11

Significance of the Difference Between the Attendance Percentage of Project Students and the Attendance Percentage of the School

School	Number of Students	School Register	Program Attendance	School Attendance Rate	Q[a]	z[a]	Significance
Prospect Heights	25	2,497	96.32	70.79	29.21	9.10	<.0001
George Wingate	151	2,758	93.13	76.76	23.24	4.76	<.0001
Springfield Gardens	111	2,431	94.79	80.38	19.62	3.82	<.0001

[a]The z-test formula is:

$$z = \frac{p - P}{\sqrt{\frac{PQ}{n}}}$$

where p=program attendance; P=school attendance rate; Q=(1-P)=the residual of P; and n=the number of program students.

OTHER FINDINGS

The evaluation design contained several objectives which could not be examined. One objective called for evaluation of students' progress in French language studies through use of the New York State Competency Test or French Regents' Examination. No such data were supplied by the project. Additionally, student progress in English reading and mathematics was to be evaluated by use of the New York City Reading and Mathematics Tests. However, the number of students for whom results were available was insufficient for analysis.

Thirdly, the project proposed to evaluate change in student attitudes toward cultural heritage and toward continuing education through the use of two self-report scales. It was felt, however, that these scales were highly problematic from a psychometric point of view and would not provide a valid evaluation of the stated objectives.

Finally, the project proposed to compare the project drop-out rate to that of the general school populations. The requisite data were not supplied.

VI. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Site Selection and Articulation of Program Activities with Existing Services and Staff at Participating Schools

Project L'Ouverture was proposed as as drop-out prevention program to serve Haitian LEP students at Prospect Heights and George Wingate High Schools in Brooklyn, and at Springfield Gardens High School in Queens -- all in areas where Haitian refugees have settled. It was also presupposed that project activities would supplement basic tax-levy bilingual instructional programs at the three sites. It appears, however, especially in the case of Prospect Heights and Springfield Gardens that the participating schools, although expected to provide tax-levy services as a basis for those provided by Project L'Ouverture, did not provide an optimal level of support. In fact, only George Wingate offered a basic bilingual education program providing content-area instruction in the native language. The most urgent need at all the schools, one not addressed in the project proposal, was for the development and reinforcement of basic academic skills. As a result of this need, project staff provided tutorial services for all Haitian LEP students on a voluntary basis.

It is clear that the project was heavily influenced by the school context in which it functioned, as it "meshed" with whatever services were provided on-site. In some cases, the L'Ouverture staff moved in to fill a vacuum, for which the program was not funded, overburdening the

program staff. Although this shift was certainly educationally reasonable and realistic, the program design and objectives were not revised to reflect this change in program operation.

Supervision of On-Site Personnel

Inherent in the organization of multiple-site projects is the contradiction in lines of supervision of site-based project personnel. In most cases, these individuals are supervised by both the school and program administrations. As in the case of Project L'Ouverture staff, program staff members are sometimes given assignments which are beyond or different from the scope of the project. If no reasonable alternative is available, the project director may grant permission for the change in assignment, or he may try to have the assignment changed.

In general, it appears that if there is limited tax-levy staff in the schools, project staff are called in to assume some of these functions, and the project often has little alternative but to sacrifice the original scope of the program.

Program Structure and Articulation with Non-Project Staff Members at Participating Schools

It was evident that the on-site staff of Project L'Ouverture developed good working relationships with the students, mainstream staff, and with the Haitian community. When problems arose, such as the students' being held back at Prospect Heights, the staff made a superb effort to involve parents and to write to the school to get action.

However, in some instances there appeared to be a lack of understanding between project staff and the school administrations concerning

the program's goals and functions. This variability may again be due to school administrations' individual priorities and philosophies, which may differ from those of the project as proposed. This appears to be an area to be resolved at the outset of a funding cycle.

Language Policy and Language Use

There was no systematic attempt to determine language use for instruction; school's staff decided which language to use in teaching project students and acted accordingly. At Springfield Gardens and Prospect Heights, the language used was French. At Wingate, Creole was adopted for instruction. It appeared, however, since most instructional staff at the sites were supervised by school rather than program personnel, that coordination of a language use policy would depend on the cooperation of school supervisory staffs.

Native language classess were generally conducted in French at all sites. The question of language policy for Haitians continues to be a major issue, and a focus of disagreement in the Haitian community. Many educators favor French as the language of literacy, and continue to advocate its use. Others, arguing that Creole is the native language of most Haitians, and that as many Haitian students' mastery of French is limited, say that Creole should be the medium of instruction. In reality, students enter classrooms with various degrees of proficiency in French, and with varying levels of cognitive development. One policy of language use for instruction, if applied uniformly across classrooms and schools, might well result in inappropriate language use in class-

rooms given the heterogeneity of student need.

Documentation of Program Activities

In general, the evaluation team was unable to obtain sufficient documentation of program activities to assess whether the program's objectives had been met. Attendance records were kept for participants in high school equivalency classes taught by project staff at two community centers (not all participants in these classes were expected to be Project L'Ouverture parents). There was no central system for documentation of services to students at any of the sites, as the school-based staff was heavily burdened with programming, testing, or teaching responsibilities.

Although data were submitted at the end of the school year for evaluation purposes, documentation of E.S.L./English instruction was frequently missing.

Summary

It is evident from observation and interviews with students, staff members, and school administrators that the project served a purpose at all three sites -- developing and reinforcing basic academic skills so that students could quickly enter mainstream classes. At Prospect Heights, where project students were reported to be systematically held back by mainstream teachers and records of their tests could not be found, the project's educational assistant was instrumental in formalizing entry/exit and placement criteria to advance students to higher grades. In the last project year, Wingate made a significant effort to mainstream students as quickly as possible, due in great part to the work done by

the grade advisor/curriculum specialist at that site. At Springfield Gardens, the project functioned effectively.

RECOMMENDATIONS

Based on interviews with project staff, students, and school administrators, in addition to visits to all three sites, the evaluation team offers the following recommendations for future projects serving similar populations:

1. Site Selection. For future projects, sites should be selected on the basis of a needs assessment, based, in turn, on the most comprehensive survey information on LEP students (the BESIS). This would ensure that program resources are placed where the greatest need exists. A further needs assessment might be conducted at each of the proposed sites, to determine the most strategic ways in which program resources could be utilized on site.

In addition, the Division of High Schools, which is responsible for the implementation of the projects at a central level, might consider entering into a more formal agreement with schools which elect to participate in centrally-administered multiple-site programs. This agreement might make explicit the school resources which will be provided as a basis for project functioning. This identification of needs and allocation of resources would serve to avoid situations in which project staff members find themselves supplanting tax-levy functions and working outside the scope of the project as proposed. Title VII can and does provide capacity-building and support for schools through central projects, but in turn, the accompanying commitment should be made by the

participating schools.

2. Role of the Central Administration. Implementation of a central program across a variety of school sites appears to be facilitated when the central staff can play an active leadership role, disseminating information about the project, providing training and support to classroom teachers, formulating policy which may be then implemented through the collaboration of school administrators. This implies that central project directors need to be able to spend sufficient time communicating with school administrators, project staff members, and school teaching staffs in the participating schools. Areas of potential coordination and agreement are the allocation of resources, discussed above, and the formulation and supervision of a language use policy for instruction. It should be noted, however, that the optimal staffing of a central project includes a project director or coordinator who is able to work full-time with the project. If such projects depend upon the services of an individual who has multiple administrative responsibilities, this articulation with the field is likely to be attenuated because of conflicting administrative demands. Without such contact with the field, on-site personnel stand a greater chance of being absorbed into the priorities of school administrators, and these often differ from those of the project proposal.

3. Language Policy. Although the linguistic and cognitive needs of Haitian students vary considerably, central projects serving these students in the future should meet with participating school administrators and staff members to try to formulate a policy of language use for

instruction based on assessed student needs. This might vary from site to site, but a formalized policy for each site might result in more effective teacher supervision and more appropriate instructional services.

4. Focus of Future Program Services. Emerging from the evaluation of Project L'Ouverture over its three-year history, is a clear and continuing need for basic skills development for Haitian students in New York City high schools, and for basic instructional programs in a language in which they can effectively participate. It is recommended that future proposals to serve similar students be designed to meet this need.

5. Record-Keeping. A system should be established to gather and record information about the academic programs and achievement of all participating students. Each program student should have a file which includes test scores, date and criteria for entry into the program, exit criteria, follow-up services, and attendance. In addition, program logs in the form of lists of students receiving services, the types of services received, the frequency of activities, and participants in activities should be maintained.

6. Magnet Programs. Central Board of Education decision-makers, in an effort to serve dispersed groups of LEP students, might consider developing magnet programs at chosen high school sites, with full compliance of the principal(s), where services might be concentrated for smaller language groups with varying subpopulations.

7. Data Processing. To insure that student growth is being adequately measured, future projects should make sure that all students are assessed as proposed, and that data are reportedly completely and accurately.

8. Use of Attitude Scales. Since the reliability of the project-developed scales used to measure student attitudes toward school and native cultural heritage has been questioned, future proposals should consider other types of measures as indicators of student attitudes. These might include attendance rates or post-high school plans, or a staff-developed pre- and post-test of native heritage administered at the beginning and end of the school year, rather than an attitude scale.

9. Parental Involvement. Continuing efforts should be made to involve parents in program activities, such as the E.S.L. classes. Since several radio programs serve the Haitian community, perhaps future dissemination efforts could use this medium to inform the community about the program and its services.

10. Curriculum development should focus on the continued translation and adaptation of instructional materials which directly meet student needs as assessed. The project should try to share available resources to avoid duplication of efforts.

11. Resource Rooms. There is a need for a resource room or some allocated space at each participating site. This way, the students know that they have a place where they can always feel comfortable and receive encouragement. Springfield Gardens, the only site to have a

resource room, serves as an example of the benefits derived from setting aside such space.